

EDI Level 3 Certificate in Health and Social Care



Supporting learning
and performance

Specification

Effective from: 1 January 2006

Accreditation Number: 100/5869/2

VRQS0012R

About EDI

EDI is one of the largest awarders of accredited vocational qualifications in the UK and has been involved in providing qualifications for employment for over 100 years. We work with over 1400 centres and we award over 140,000 vocational qualification certificates every year. Our vocational qualifications are developed in collaboration with industry and are used by students and employers as a benchmark for practical skills and quality. They include National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs), Vocationally Related Qualifications (VRQs), Technical Certificates, apprenticeships and Skills for Life qualifications.

EDI qualifications are accredited on the National Qualifications Framework and are eligible for government funding. EDI qualifications are also accredited on the Qualifications and Credit Framework (QCF). EDI offers unrivalled centre support, through online administration, resources and customer care.

In addition, EDI provides a wide range of services for training providers, colleges, employers and schools including customised assessments, bespoke training programmes, innovative interactive online assessments mapped to the national curriculum, an electronic portfolio system, access to high volume printing and broadband facilities. For more details, please visit the EDI website: www.ediplc.com.

EDI Level 3 Certificate in Health and Social Care

This qualification has two pathways:

- **EDI Level 3 Certificate in Health and Social Care (Children and Young People)**
- **EDI Level 3 Certificate in Health and Social Care (Adults)**

These qualifications have been developed for candidates who already have knowledge and skills, gained either through previous learning or employment or both, and who now wish to:

- acquire knowledge and understanding relevant to the role of the carer
- progress a career, and need the knowledge and understanding to support that career
- enter Health and Social care roles in which they will carry out a range of caring roles without direct supervision and may be responsible for supervising others.
- progress towards an NVQ, such as the EDI Health and Social Care NVQ Level 3
- progress towards the Health and Social Care Advanced Apprenticeship in England and the Health and Social Care Modern Apprenticeship in Wales

These qualifications are relevant to all occupational areas in which Health and Social Care is provided.

This qualification is appropriate for those who wish to gain underpinning knowledge and understanding through off-the-job learning, or by attending a course at a school, college or other place of learning or are working in a care setting.

Centre approval

You must be approved to offer these qualifications. To gain centre approval, please contact Customer Services on 08707 202909 between the hours of 0830 and 1700 Monday to Friday or by email on customerservice@ediplc.com.

Structure of the qualification

The EDI Level 3 Certificate in Health and Social Care (Children and Young People) and the EDI Level 3 Certificate in Health and Social Care (Adults) will be awarded to candidates who successfully complete the learning outcomes and assessments for the relevant units.

There are a total of 3 compulsory units for each pathway.

The following two units are compulsory for both pathways:

- **Unit 1 Use personal, interpersonal and professional skills to deliver a care service**
- **Unit 2 Promote individual's health, safety and security in a care setting**

Learners working towards the Children and Young People pathway must also complete

- **Unit 3 Promote the well-being and protection of children in a care setting**

Learners working towards the Adult pathway must also complete

- **Unit 4 Promote the well-being and protection of adults in a care setting**

A unit certificate will be awarded to learners who successfully complete the learning outcomes and assessments for any unit within this qualification.

Aims

The aims of this qualification are to allow candidates to develop:

- an understanding of the role of health and social care, and the legislative context within which health and social care organisations operate
- an understanding of the personal and interpersonal skills required of a carer at this level.

Assessment objectives

The assessments enable learners to demonstrate their knowledge and understanding of:

- The health and social care of adults and / or children
- Legislation for carers in different care settings
- The role of external agencies in the care of adults and / or children
- Communication skills
- Recording and managing information
- Health and safety
- Managing own work, and time
- Confidentiality and security of information
- Working with others
- Developing Self

Type of Assessment

Each unit in this award is assessed via a multiple choice test. The following table will provide you with information on the duration of the test and the number of questions to be answered for each unit.

Unit	Unit Title	Duration	Number of questions
Unit 1	Use personal, interpersonal and professional skills to deliver a care service	90 minutes	40
Unit 2	Promote individual's health, safety and security in a care setting	45 minutes	20
Unit 3	Promote the well-being and protection of children in a care setting	45 minutes	20
Unit 4	Promote the well-being and protection of adults in a care setting	45 minutes	20

Test Availability

These tests will be available to learners either as paper-based tests or as online tests.

Paper- based tests for all units will be fixed date tests. This means they will take place on dates and times that we set.

The online test are free date tests. This means they can take place on a date, or over a period of time, chosen by the training provider.

Delivering Multiple Choice Tests

The paper-based multiple choice tests for all units are set and marked by EDI. We will send them to you with Candidate Answer Sheets after you have sent the candidate entries to us. These tests must be stored in a secure location until the date of the test. At the end of the paper-based tests all material must be collected and returned to EDI. The Candidate Answer Sheets are then scored and moderated by EDI.

Online tests are provided via the internet after you have registered your learners. Further information on the procedures for online tests are provided in the Support Pack for this qualification.

All multiple-choice tests must be carried out in accordance with the *EDI Rules for the Conduct of External Assessment – Multiple-Choice Tests* which are sent to registered Examination Centres. Online tests must, additionally, be carried out in accordance with the *Operating Instructions and Invigilation Procedures for EDI Online Tests*.

Coverage of Learning Outcomes in Tests

The multiple-choice test will cover the elements within the units in the proportions as indicated in the following table.

Unit	Unit Title	Element	Approximate Weighting
Unit 1	Use personal, interpersonal and professional skills to deliver a care service	Communication and engagement with clients and their families	35%
		Record keeping	25%
		Personal and professional development	20%
		Values and principles	20%
Unit 2	Promote individual's health, safety and security in a care setting	Health and Safety	25%
		Risk Assessment	20%
		Individual's rights and legislation	20%
		Managing security	35%
Unit 3	Promote the well-being and protection of children in a care setting	Protection	25%
		Valuing and respecting children and young people	20%
		Working in partnership	20%
		Legislation	35%
Unit 4	Promote the well-being and protection of adults in a care setting	Protection	25%
		Valuing and respecting people	20%
		Working in partnership	20%
		Legislation	35%

Results

The paper-based multiple-choice tests are returned to EDI for scoring. The results for online tests are calculated and returned to you online.

EDI rigorously edits all multiple-choice items and test papers to ensure their quality and consistency. Moderation may lead to an adjustment to the final result.

A full EDI Level 3 Certificate in Health and Social Care (Adults)/(Children and Young People) is awarded to those learners who achieve a Pass in all the required units. Learners who do not pass all the units required for a full certificate will be issued with a unit certificate for the units which they do pass.

We will send you certificates or unit certificates within a maximum of 6 weeks from the receipt of assessments by EDI.

Previous learning requirements

There are no formal entry requirements for this qualification. However, candidates should have achieved a level of knowledge and understanding of the Health and Social care sector equivalent to level 2 and be aged 16 years or above. Candidates should also have a level of English equivalent to Level 2 in the National Language Standards to successfully complete practical activities that would be appropriate as part of a teaching programme.

Guided learning hours

EDI recommends that approximately 220 Guided Learning Hours (GLHs) for each pathway provide a suitable course duration for an “average” candidate at this level. For each Unit, the recommended GLHs are:

Compulsory Units

Unit 1 80 guided learning hours
Unit 2 80 guided learning hours
Unit 3 60 guided learning hours
Unit 4 60 guided learning hours

Guided learning hours include direct contact hours as well as other times when candidates are completing work that has been agreed with teachers or training providers. It is the responsibility of training centres to decide the appropriate course duration based on their candidates' ability and level of existing knowledge. EDI experience indicates that the number of GLHs can vary significantly from one training centre to another according to candidates' needs.

Support

The Support Pack for this qualification gives further guidance on how to develop and deliver training programmes for this qualification. It includes sample multiple-choice questions and detailed mapping to Key Skills and to National Vocational Qualifications, together with guidance for the online tests.

Our website www.ediplc.com includes the most up to date information about this qualification, including the dates for fixed date assessments, and details of any training events that will be taking place to support users of this qualification.

For centres using the online tests, the Exam Results Online service gives you access to candidate's exam results via the Internet on the day they are released, enabling earlier planning of ongoing learning programmes.

Candidates with particular requirements

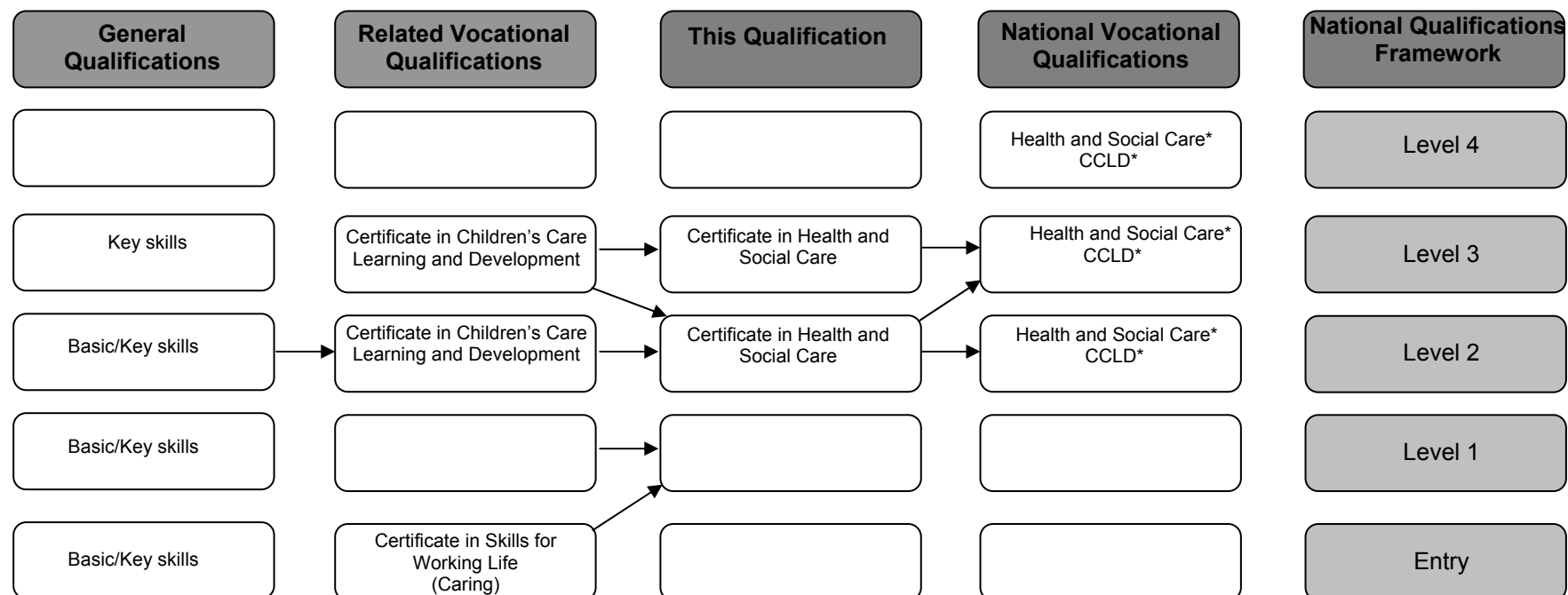
We recognise that some candidates will have particular requirements. EDI's policy for candidates with particular requirements is stated in *A Guide to EDI Examinations* which is distributed annually to all registered Examination Centres.

Progression

The diagram opposite shows the position of this qualification on the National Qualifications Framework and shows some of the possible progression routes into and out of this qualification using EDI qualifications.

Progression routes in EDI Qualifications

Level 3 Certificate in Health and Social Care (Adults)/(Children and Young People)



*** Please note: Learners who want to achieve the Health and Social Care NVQs need to be working in the Health and Social Care sector at the level of the NVQ. This table does not imply that a learner who has achieved the Certificate in Health and Social Care can automatically progress onto the NVQs.**

CCLD stands for Children's Care, Learning and Development

Relationship to Key Skills

This award can provide evidence towards the achievement of Key Skills at Level 2 as follows:

Key Skill	Evidence towards
Communication	2.1a, 2.1b, 2.2, 2.3
Working with Others	2.1, 2.2, 2.3
Application of Number	2.1,
Problem Solving	2.1, 2.2, 2.3

The Support Pack includes detailed mapping to Key Skills for the purpose of recognising candidate achievement.

Relationship to National Vocational Qualifications (NVQs)

This qualification can provide evidence of underpinning knowledge towards the achievement of the EDI Level 3 NVQ in Health and Social Care as follows:

Unit Number	Unit Title	Evidence towards
Unit 1	Use personal, interpersonal and professional skills to deliver a care service	<ul style="list-style-type: none">■ Unit HSC31 Promote effective communication for and about individuals.■ Unit HSC33 Reflect on and develop your practice
Unit 2	Promote individual's health, safety and security in a care setting	<ul style="list-style-type: none">■ Unit HSC32 Promote, monitor and maintain health, safety and security in the working environment
Unit 3	Promote the well-being and protection of children in a care setting	<ul style="list-style-type: none">■ Unit HSC 34 Promote the well-being and protection of children and young people
Unit 4	Promote the well-being and protection of adults in a care setting	<ul style="list-style-type: none">■ Unit HSC 35 Promote choice, well-being and protection of all individuals

The Support Pack includes detailed mapping to National Vocational Qualifications for the purpose of recognising candidate achievement.

How to offer this qualification

Simply complete a Centre Application Form available on our website as a download, or from our Customer Service Team.

Level 3 Certificate in Health and Social Care

The Level 3 Certificate in Health and Social Care consists of the following units and elements:

Unit 1 Use personal, interpersonal and professional skills to deliver a care service

- 1.1 Communication and engagement with clients and their families
- 1.2 Record keeping
- 1.3 Personal and professional development
- 1.4 Values and principles

Unit 2 Promote individual's health, safety and security in a care setting

- 2.1 Health and safety
- 2.2 Risk assessment
- 2.3 Individual's rights and legislation
- 2.4 Managing security

Unit 3 Promote the well-being and protection of children in a care setting

- 3.1 Protection
- 3.2 Valuing and respecting children and young people
- 3.3 Working in partnership
- 3.4 Legislation

Unit 4 Promote the well-being and protection of adults in a care setting

- 4.1 Protection
- 4.2 Valuing and respecting people
- 4.3 Working in partnership
- 4.4 Legislation

Unit 1

Use personal, interpersonal and professional skills

Elements

1.1 Communication and engagement with clients and their families

Outcomes

Candidates must be able to:

- 1.1.1 List different methods for communicating:
 - telephone
 - face to face
 - fax
 - letters
 - email
- 1.1.2 State correct procedures for:
 - making telephone calls
 - receiving calls
 - passing on messages
- 1.1.3 Identify methods of communicating which promote, equality, diversity, rights and challenge discrimination
- 1.1.4 List causes that can affect communication abilities
- 1.1.5 List aids to communication
- 1.1.6 Analyse how communication difficulties can affect the identity, self esteem and self image of people
- 1.1.7 Identify the skills, style and methods of communicating difficult, complex and sensitive messages and how to deal with their outcomes
- 1.1.8 State how to resolve conflict arising from miscommunication
- 1.1.9 Describe how a positive relationship can be started with a client and their family
- 1.1.10 Identify stages of human growth and development in relation to communication skills and abilities
- 1.1.11 Describe how carers can abuse the power in their position

1.1.12 Identify reasons for using appropriate tone and language in dealing with:

- Team members
- clients
- families
- other professionals

1.2 Record keeping

Candidates must be able to:

1.2.1 State why it is important to complete records accurately, completely and in ways that can be understood by those who need them

1.2.2 State the difference between fact, opinion and judgement and the importance of knowing the difference

1.2.3 State how to obtain permission to access records

1.2.4 State how records are stored to meet requirements of data protection

1.2.5 State what the practitioner can do to maintain data protection

1.2.6 State what the Data Protection Act relates to

1.2.7 State the principles of confidentiality

1.2.8 State when it is appropriate to share confidential information

1.2.9 State why confidentiality and security are important, including the need to observe data protection requirements

1.2.10 Identify different types of confidential information:

- information which is always confidential
- information which may be confidential

1.2.11 Identify methods for indicating confidential information

1.3 Personal and professional development

Candidates must be able to:

- 1.3.1 State the sector's codes of practice
- 1.3.2 Define reflection
- 1.3.3 Describe models of reflection:
 - Platzer et al 1997
 - Gibbs 1988
 - Johns 2000
 - Rolfe et al 2001
- 1.3.4 Describe how reflection can improve practice
- 1.3.5 List lessons learned from serious failures of health and social care practice
- 1.3.6 State the purpose of supervision and appraisal
- 1.3.7 Describe how to plan training
- 1.3.8 Identify how evaluation can improve practice

1.4 Values and principles

Candidates must be able to:

- 1.4.1 State the legislation relating to practice and procedures
- 1.4.2 Describe sector values and principles
- 1.4.3 State what values and principles are and why they are important in supporting the work of a care organisation
- 1.4.4 State how to value individuality, difference and diversity in everyday practice
- 1.4.5 State what is meant by equality of opportunity
- 1.4.6 State what is meant by anti-discriminatory practice
- 1.4.7 State what is meant by inclusion

Unit 2

Promote individual's health, well-being, safety and security in a care setting

Elements

2.1 Health and safety

Outcomes

Candidates must be able to:

- 2.1.1 State the basic provisions of health and safety legislation relating to the area of work and country of practice:
 - Health and Safety at Work Act (1974)
 - Workplace [Health, Safety and Welfare] Regulations (1992)
 - Health and Safety [Display Screen Equipment] Regulations (1992)
 - COSHH Regulations 2002
 - RIDDOR
 - Food Safety Act 1990
 - Fire Precautions (Workplace) Regulations (1997)
 - Provision and use of work equipment regulations
 - Ionising radiation (medical exposure) regulations
 - Principles of Infection Control
 - First Aid Regulations (1981)
- 2.1.2 Understand personal rights and responsibilities under health and safety legislation
- 2.1.3 List the specific health and safety risks, which carers may encounter and identify methods for minimising them
- 2.1.4 Identify where to access information on health and safety and managing incidents and emergencies
- 2.1.5 State the different techniques, equipment and procedures for:
 - lifting materials
 - moving and handling people safely
- 2.1.6 State how to:
 - Use equipment and materials safely
 - Store equipment and materials safely
 - Minimise the risk of contamination and infection
 - Deal with hazardous / non-hazardous materials
 - Identify risks and hazards

- Identify common causes of accidents at work
- Identify those at risk from falls, spillages and breaking items

- 2.1.7 State what PPE is and when to use it
- 2.1.8 Describe how to maintain personal health and hygiene
- 2.1.9 Analyse the effects of:
 - stress
 - distress on self and others
- 2.1.10 State the types of evidence valid in investigations and court
- 2.1.11 Identify how evidence can be contaminated through actions and statements
- 2.1.12 Identify factors that may lead to danger, harm and abuse

2.2 Risk assessment

Candidates must be able to:

- 2.2.1 State what risk assessment is
- 2.2.2 Describe how to record a risk assessment
- 2.2.3 State how to respond to:
 - Security emergency
 - Health emergency
 - Incident
 - Accident
 - Near miss
- 2.2.4 List the most common accidents, emergencies and illnesses encountered in the care environment
- 2.2.5 Describe how to deal with accidents, emergencies and illnesses in the care setting
- 2.2.6 Describe how to respond to challenging behaviour
- 2.2.7 Analyse why it is important to involve clients and their families in:
 - Needs assessment
 - Planning of care
 - Review of care

2.2.8 Describe the activities that make up a basic care routine

2.2.9 State the principles of safe food handling

2.3 Individual's rights and legislation

Candidates must be able to:

2.3.1 Analyse how anti-discriminatory practice promotes individual rights and choices

2.3.2 Identify which clients are covered by the Human Rights Act

2.3.3 State the legal requirements on equality, diversity, discrimination and rights

2.3.4 State the service standards related to valuing and respecting people

2.4 Managing security

Candidates must be able to

2.4.1 State how to manage visitors to the workplace

2.4.2 State workplace procedures for maintaining security in the workplace

2.4.3 Describe how to resolve conflicts at work

2.4.4 Identify the type of security emergency that may occur in your area of work

2.4.5 State the responsibilities and accountability of the person responsible for security in the workplace

2.4.6 Describe how to challenge intruders

2.4.7 State where to obtain further support when challenging intruders

2.4.8 Analyse how clients can be affected by intruders in their home

Unit 3

Promote the well-being and protection of children in a care setting

3.1 Protection

Candidates must be able to:

- 3.1.1 State the environmental and social indicators of abuse
- 3.1.2 Identify the signs of abuse that an individual may display
- 3.1.3 State how to recognise self-harm
- 3.1.4 State how to report suspected or actual abuse
- 3.1.5 State the legislation that relates to the protection of vulnerable children and young people
- 3.1.6 State the safe working practices that are designed to protect children and young people
- 3.1.7 Describe the role of parents and families in maintaining positive relationships with carers

3.2 Valuing and respecting children and young people

Candidates must be able to:

- 3.2.1 Describe child development in the following age ranges:
 - 0-3 years
 - 3-7 years
 - 7-12 years
 - 12-16 years
- 3.2.2 Describe human growth and development theories:
 - Vygotsky
 - Piaget
 - Bandura
 - Freud
 - Rogers

- 3.2.3 Within the ages ranges defined in 3.2.1, state how practitioners can support:
- physical development and skills
 - emotional and social development
 - communication and intellectual development
- 3.2.4 State how values and principles are important in supporting the work of child care
- 3.2.5 Describe how to promote self-esteem and self-confidence in children and young people in a care setting
- 3.2.6 State how risk assessment differs for children at different developmental stages
- 3.2.7 State why it is important to allow children an acceptable level of risk
- 3.2.8 Describe the concept of risk assessment as it relates to young people
- 3.2.9 Describe how to adapt the environment to meet the health and safety of different age groups and abilities
- 3.2.10 Describe how to provide a safe environment for babies and children under 3 years
- 3.2.11 Describe how to safely prepare a child care environment
- 3.2.12 Describe the procedure for responding to challenging behaviour

3.3 Working in partnership

Candidates must be able to:

- 3.3.1 State how a multi-agency and multi-professional approach to child protection can provide support to those involved
- 3.3.2 State what multi-agency working is

3.3.3 State which other professionals are in the multi-disciplinary team

3.3.4 State which other agencies are involved in care of children and young people

3.4 Legislation

Candidates must be able to:

3.4.1 State the legislation that governs child care practice and relates to children in care

3.4.2 State why it is important to safeguard the welfare of the child

3.4.3 State what they understand by the term 'welfare of the child'.

3.4.4 List the specific health and safety risks, which child carers may encounter and identify methods for minimising them

3.4.5 State the regulatory authorities relevant to child care

Unit 4

Promote the well-being and protection of adults in a care setting

4.1 Protection

Candidates must be able to:

- 4.1.1 State the environmental and social indicators of danger, harm and abuse
- 4.1.2 Identify the signs of danger, harm and abuse that an individual may display
- 4.1.3 State how to recognise self-harm
- 4.1.4 State how to report suspected or actual danger, harm or abuse
- 4.1.5 State the legislation that relates to the protection of vulnerable adults
- 4.1.6 State the safe working practices that are designed to protect adults
- 4.1.7 Describe the role of families in maintaining positive relationships with carers
- 4.1.8 Describe how a positive relationship can be started with an adult client

4.2 Valuing and respecting people

Candidates must be able to:

- 4.2.1 Describe human growth and development theories:
 - Vygotsky
 - Piaget
 - Bandura
 - Freud
 - Rogers
- 4.2.2 Using the theories defined above, state how practitioners can support:
 - physical development and skills
 - emotional and social development
 - communication and intellectual development
- 4.2.3 Identify how gender, ethnic, racial and religious identity can affect self esteem
- 4.2.4 Describe how to promote self-esteem and self-confidence in adult clients

- 4.2.5 State how values and principles are important in supporting the work of adult care
- 4.2.6 State how risk assessment differs for adults at different life stages
- 4.2.7 State why it is important to allow individuals an acceptable level of risk
- 4.2.8 Describe the concept of risk assessment as it relates to people in a care setting
- 4.2.9 Describe how to adapt the environment to meet the health and safety of different age groups and abilities
- 4.2.10 Describe the procedure for responding to adults with challenging behaviour
- 4.2.11 Describe how to provide a safe environment for vulnerable adults

4.3 Working in partnership

Candidates must be able to:

- 4.3.1 State how a multi-agency and multi-professional approach to adult protection can provide support to those involved
- 4.3.2 State what multi-agency working is
- 4.3.3 State which other professionals are in the multi-disciplinary team
- 4.3.4 State which other agencies are involved in adult care

4.4 Legislation

Candidates must be able to:

- 4.4.1 State the legislation that governs adult care practice and relates to adults in care
- 4.4.2 State the legislation directly related to adults and their care
- 4.4.3 State why it is important to safeguard the welfare of the individual

- 4.4.4 State what they understand by the term 'welfare'.
- 4.4.5 List the specific health and safety risks which adult carers may encounter and identify methods for minimising them
- 4.4.6 State the regulatory authorities relevant to adult care

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